



EDGBASTON HIGH SCHOOL

Relationship and Sex Education Policy Whole School

Rationale

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

At EHS all girls are prepared for the responsibilities and experiences of adult life. As part of this process, girls receive a comprehensive, well-planned programme of Relationship and Sex Education which supports their physical, mental, spiritual and moral development. By the end of secondary education we hope that all girls would have accessed and covered all those requirements as outlined in the guidance. See Appendix 2

This Policy takes full account of the school's legal obligations and the DFE guidance Relationship Education, Relationships and Sex Education (RSE) and Health Education last updated on the 9th July 2020. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 - Further details are in Appendix 1

Linked Policies:

- Safeguarding policy
- PSHEE policies (Senior and Prep)
- Equal Opportunities Policy
- Safeguarding Policy
- Behaviour policies (Senior and Prep)
- Anti-Bullying Policy

Objectives

- to provide knowledge, information and support,
- to prepare pupils for the opportunities, responsibilities and experiences of adult life,
- to encourage personal responsibility and respect and consideration for others,
- to encourage self-esteem, dignity and self-respect,
- to foster sensitivity to the needs and views of others.

pupils need to understand the school's procedures:

Pupils will be made aware that some information cannot be held confidentially, and helped to understand that if certain disclosures are made action will be taken. At the same time pupils are offered sensitive and appropriate support.

If staff believe there is disclosure of suspicion of possible abuse, the school's Safeguarding procedures will be invoked (see Safeguarding Policy).

Parents do not have the right to withdraw pupils from relationships education.

Parents do have the right to withdraw their child from some aspects of sex education. This does not include what is taught as part of the science curriculum (reproductive biology).

A child can request sex education without their parent's consent from three terms before their 16th birthday.

Alternative arrangements will be made to supervise such children whose parents have withdrawn them from Year 9 RSE lessons.

Parents can access both the PSHEE and RSE policies throughout the year on our website and these contain topic lists for each year group.

Prep and Senior parents are also sent a letter in the Spring Term containing our RSE policy along with a form which can be used to inform us of any comments. This is monitored by the Head of PSHEE and the Pastoral Deputy. The parents of Senior School pupils are given the opportunity to attend an information evening (this can be online or in person) in order to engage with the policy and give further comments.

Before RSE lessons take place a letter to parents outlining the importance of the PSHEE programme and RSE is sent to all parents of the relevant year group which includes a form to indicate any withdrawals in Year 9. (Appendix 3)

We value the joint relationship with parents in respect of their daughter's sex education and are sensitive to cultural or religious views which may affect the delivery of certain aspects of the programme. We are always happy to meet parents to discuss any aspect of the Sex Education Programme.

In Prep the PSHE overview, containing the Relationships units of study, is discussed at the Parents' Information Evenings at the start of the year and is sent home as part of the Year Group Information Pack (Appendix 4)

Any complaints about the sex education curriculum should be made to the Headmistress.

The RSE Curriculum

RSE is delivered through Personal, Social and Health Education (age 5-11) and Science lessons.

Key Stage One (5-7)

Pupils are taught:

- what it means to be a family and how families are different,
- people who care for them,
- being a good friend/ recognising hurtful behaviour, including bullying,
- ourselves and changes since birth,
- what it means to be private (personal space) including parts of the body that are private,
- identifying types of touch and how they make people feel eg hugs, kisses, a punch,

Senior School: PSHEE

At Key Stage 3 (11-14) we aim that pupils will:

- understand how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts,
- understand how to recognise and manage emotions within a range of relationships,
- understand how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters,
- learn about the concept of consent in a variety of contexts (including in sexual relationships),
- learn about managing loss including bereavement, separation and divorce,
- respect equality and be a productive member of a diverse community,
- be able to identify and access appropriate advice and support,
- recognise the importance of personal choice in managing relationships,
- know that AIDS and other diseases can be transmitted sexually,
- understand moral values and explore those held by different cultures or groups,
- understand the concept of stereotyping and identifying its various forms,
- be aware of the range of sexual attitudes and behaviours in present day society,
- understand that people have a right not to be sexually active,
- recognise that parenthood is a matter of choice,
- know in broad outline the biological and social factors that influence sexual behaviour and their consequences,
- understand aspects of British legislation relating to sexual behaviour, FGM and forced Marriage,
- consider the advantages and disadvantages of various methods of family planning.

At Key Stage 4 (14-16) we aim that pupils will build upon what was learnt in KS3 and:

- recognise and be able to discuss controversial issues such as conception, HIV/AIDS, abortion and technological developments which involve consideration of attitudes, values, beliefs and morality,
- be aware of the availability of statutory and voluntary organisations which offer support
- in human relationships, for example, Relate,
- be aware of partnerships, marriage and divorces and the impact of loss, separation and bereavement,
- develop strategies to manage strong emotions and feelings,
- identify the characteristics and benefits of positive, strong, supportive, equal relationships,
- understand that living together, marriage and civil partnerships are ways that people
- freely and without coercion, demonstrate their commitment to each other,
- recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, FGM, forced marriage and rape and strategies to manage this or access support for self or others at risk,
- understand changes in personal relationships including the ending of relationships,
- develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access
- support,
- understand the concept of consent in relevant, age-appropriate contexts building on Key
- Stage 3,

Staff are responsible for:

- Delivering Relationships & Sex Education in a sensitive way
- Modelling positive attitudes to Relationships & Sex Education
- Monitoring progress of their pupils
- Responding to the needs of individual pupils

The delivery of Relationships & Sex Education is monitored by

- Regular department meetings
- Feedback in staff meeting time to improve practice

The Headteacher is responsible for ensuring that Relationships & Sex Education and PSHE Education is taught consistently across the school.

Evaluation

In the senior school this policy is evaluated on an ongoing basis by the Deputy Head Pastoral and Head of PSHEE. Through meeting with the pastoral team and PSHEE teachers on a regular basis and through her monitoring of all pastoral issues in the school, the Deputy Head Pastoral can make effective judgements on whether the systems in place are working or whether, in consultation with the Headmistress, changes need to be made before the review of the policy.

In Prep, the delivery of the RSE curriculum is evaluated by the PSHE Co-ordinator and Prep Deputy Head.

Review

This policy will be reviewed every two years by the Deputy Head Pastoral in senior school and the Head of Preparatory School.

Signed by the Headmistress

C. Anlauro

Signed by the Head of Prep

Nick H. Smith

Approved by
The Governing Body

Approved by Governing Body:

Date:

1/11/24

Review Date: September 2026

Appendix 2

By the end of primary school:

<p>Families</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including • in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that others' families, either in school or in the wider world, sometimes look • different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the • heart of happy families, and are important for children's security as they grow up • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a • friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed • the importance of respecting others, even when they are very different from • them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	<p>Pupils should know</p> <ul style="list-style-type: none">• that there are different types of committed, stable relationships.• how these relationships might contribute to human happiness and their• importance for bringing up children.• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who• have married, for example, in an unregistered religious ceremony.• why marriage is an important relationship choice for many couples and why it must be freely entered into.• the characteristics and legal status of other types of long-term relationships.• the roles and responsibilities of parents with respect to raising of children,• including the characteristics of successful parenting.• how to: determine whether other children, adults or sources of information• are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.•
Respectful relationships, including friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity,• boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.• practical steps they can take in a range of different contexts to improve or• support respectful relationships.• how stereotypes, in particular stereotypes based on sex, gender, race,• religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).• that in school and in wider society they can expect to be treated with respect• by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.• about different types of bullying (including cyberbullying), the impact of• bullying, responsibilities of bystanders to report bullying and how

<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options • available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally • accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, • are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who • contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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Please do not hesitate to contact me if you have any questions or require any further information.

Yours sincerely,

Miss Emily Wood
Head of PSHEE